



ALAMO
COLLEGES

ST. PHILIP'S COLLEGE

Distance Education Identification Report

A Descriptive Analysis of Distance Education Trends
St. Philip's College from Fall 2013 through Spring 2016

September 9, 2016

Prepared by

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Introduction

The purpose of the Distance Education Identification Report is to provide information for various internal and external constituencies regarding trends in the growth of online and hybrid courses, specifically trends in student enrollment, student success, and online enrollment in dual credit and early college high school courses. In addition, this report illustrates the percentage of distance education courses within each academic program. This report focuses on distance education courses at St. Philip's College offered in Fall 2013 through Spring 2016 semesters.

This report provides descriptive, quantitative data on online and hybrid courses, in addition to St. Philip's College student duplicated enrollment and trends. As part of its preparation for the SACS-COC 2015 On-Site visit and the SACS-COC 2016 Special Committee visit, St. Philip's College conducted a four phase process: Identification, Assessment, Awareness and Continuous and Customized Improvement based on findings.

First, the institution identified distance education courses, followed by a descriptive assessment on courses identified. The Awareness phase then allowed the institution to share the identification and descriptive assessment of data with internal and external St. Philip's College constituencies. Lastly and most importantly, data reviewed in this report allowed for customized improvement in each educational program and division. This report has been updated to reflect current trends through 2016.

I. Identification

A. Distance Education Course Enrollment and Student Success

This report describes online and hybrid course enrollment, success rates, and number of course sections offered each semester starting with Fall 2013 and concluding in Spring 2016. The data described in this report is provided by the Office of Institutional Planning, Research and Effectiveness unless otherwise noted. [Appendix A] lists definitions of terms used in this report. [Appendix B] illustrates the Institutional Summary Form that lists all educational programs that are available 25-49% online, greater than or equal to 50% online, or 100% online.

II. Data Analysis/Assessment

A. Number of Distance Education Students

The number of students taking online or hybrid courses at St. Philip's College continues to grow, as illustrated in Table 1. The total number of students taking distance education courses (online or hybrid) has been over 50% of the total student population since Spring 2014 and in the Spring 2016 semester, 55% of all students took at least one distance education course.

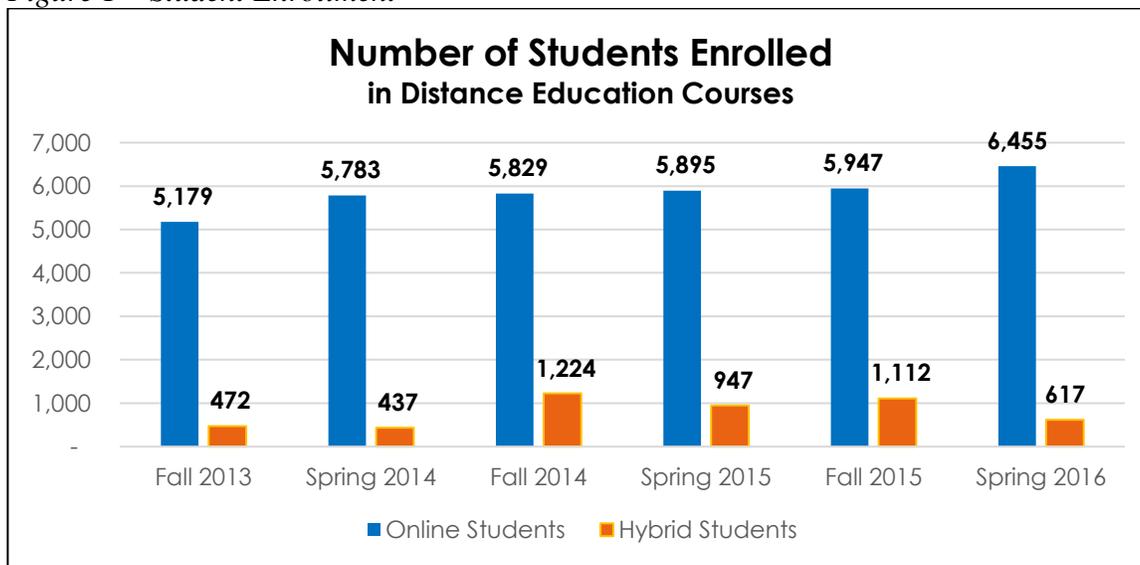
Table 1 – Number of Distance Education Students

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Total Number of Students	11,719	11,693	12,202	12,273	12,826	12,891
Number of Online Students	5,179	5,783	5,829	5,895	5,947	6,455
Number of Hybrid Students	472	437	1,224	947	1,112	617
Total Distance Education Students	5,651	6,220	7,053	6,842	7,059	7,072
Percent Distance Education of Total	48%	53%	58%	56%	55%	55%

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2016, uncertified

Figure 1 illustrates the number of distance education students increasing each year. From Fall 2013 to Fall 2015, the number of students taking at least one online course grew by 15%, from 5,179 to 5,947. From Spring 2014 to Spring 2016, the growth in the number of students taking at least one online course was 12%, from 5,783 to 6,455.

Figure 1 – Student Enrollment



Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2016, uncertified

B. Duplicated Enrollment in Distance Education Courses

Just as the number of students taking online or hybrid courses has grown, so has duplicated enrollment. Table 2 illustrates duplicate enrollment by semester and compares distance education enrollment to total enrollment for the college. From Fall 2013 to Fall 2015, enrollment in distance education courses increased by 10%, from 28% to 38% of the total college enrollment. From Spring 2014 to Spring 2016, the growth was 9%, from 32% to 41% of the total enrollment. In Spring 2016, distance education enrollment comprised 9,295 of the 22,581 total college enrollment.

Table 2 – Distance Education Enrollment (Duplicate Count)

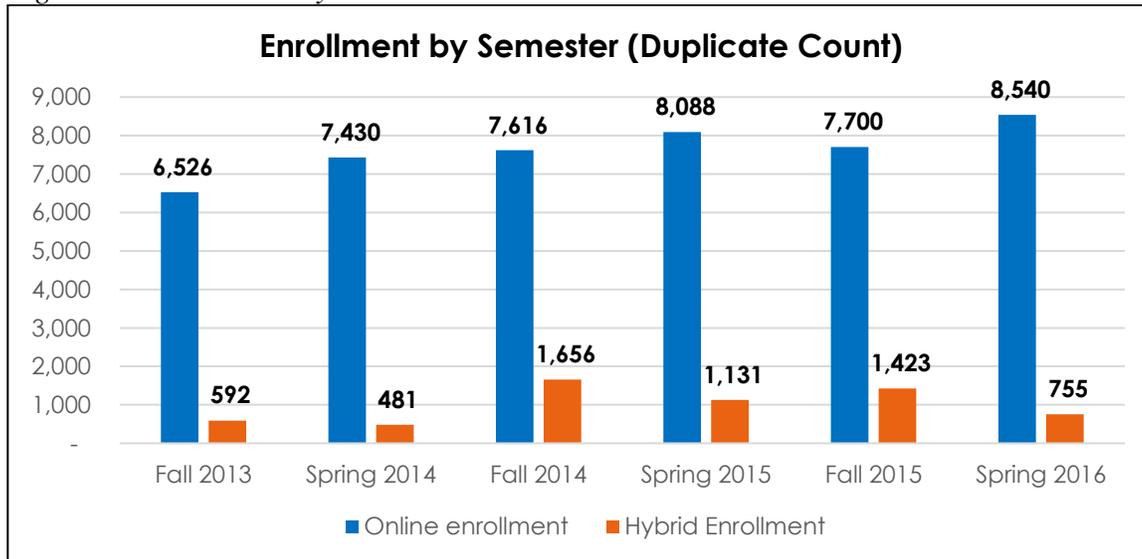
	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Total College Enrollment	25,618	25,032	24,543	23,431	24,231	22,581
Online Enrollment	6,526	7,430	7,616	8,088	7,700	8,540
Hybrid Enrollment	592	481	1,656	1,131	1,423	755
Total Distance Education Enrollment	7,118	7,911	9,272	9,219	9,123	9,295
Distance Education Enrollment Percent of Total	28%	32%	38%	39%	38%	41%

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2016, uncertified

As illustrated in Figure 2, duplicated online enrollment increased significantly from 6,526 duplicated online enrollment in Fall 2013 to 7,700 duplicated online enrollment in Fall 2015, which indicates an 18% increase. Additionally, from Spring 2014 to Spring 2016, duplicated online enrollment increased by approximately 1,110 (15% increase).

Duplicated hybrid course enrollment increased significantly (140%) from Fall 2013 to Fall 2015 (592 duplicated, hybrid enrollment compared to 1,423 duplicated enrollment). From Spring 2014 to Spring 2016, hybrid enrollment increased by 60%; however, enrollment decreased from the previous Spring semester by 376 (33% decrease).

Figure 2 – Enrollment by Semester



Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2016, uncertified

C. Course Sections

Distance education course sections, as illustrated in Table 3, confirms significant growth from Fall 2013 to Fall 2015, increasing from 21% of all course sections to 30% of all course sections. In addition, from Spring 2014 to Spring 2016, the number of distance education course sections grew from 25% to 29%. The majority of the distance education course sections were comprised of online course sections. In Spring 2016, St. Philip’s College had 336 online sections compared to 65 hybrid course sections.

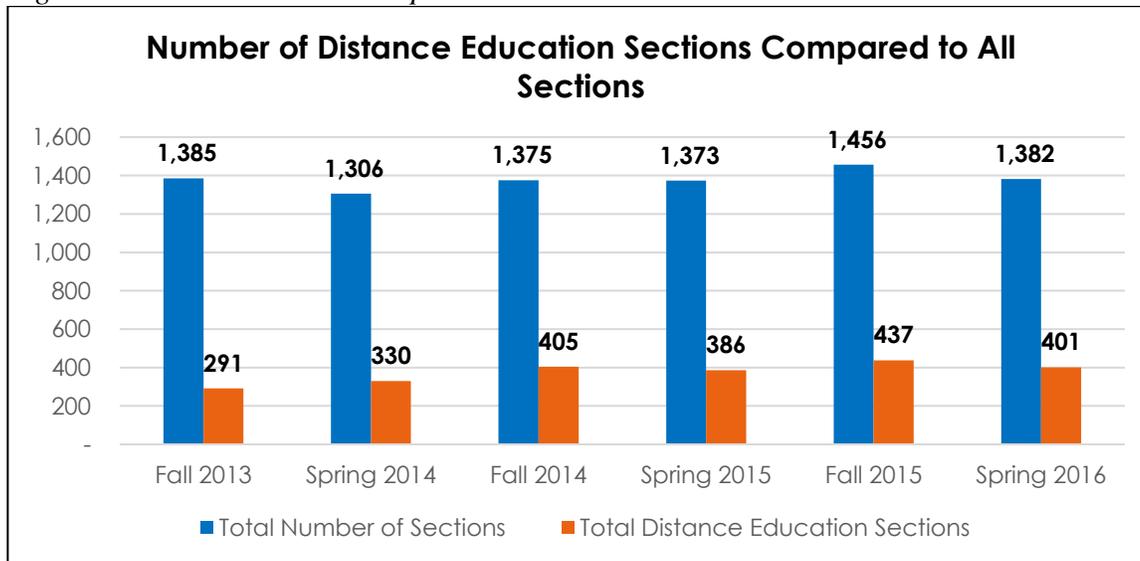
Table 3 – Number of Distance Education Course Sections

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Total Number of Sections	1,385	1,306	1,375	1,373	1,456	1,382
Number of Online Sections	259	300	300	310	319	336
Number of Hybrid Sections	32	30	105	76	118	65
Total Distance Education Sections	291	330	405	386	437	401
Distance Education Percent of Total	21%	25%	29%	28%	30%	29%

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2016, uncertified

Figure 3 provides a visual comparison between the number of distance education sections and the overall total number of course sections for St. Philip’s College.

Figure 3 – Course Section Comparison



Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2016, uncertified

D. Core Curriculum Courses

In the Spring 2016 semester, the number of core curriculum courses offered through distance education was 167, with the vast majority of them offered online. As illustrated in Table 4, from Spring 2014 to Spring 2016, online core curriculum courses grew from 126 to 163, or 29%. From Fall 2013 to Fall 2015, core curriculum courses offered in an online format grew 30% from 116 to 151. Core course sections offered in a hybrid format remains statistically insignificant, with only four sections available in Spring 2016.

Students can now complete all core curriculum courses online, and the availability of online core curriculum courses has increased the percentage of educational program areas that can now be completed online.

Table 4 – Core Curriculum Course Sections

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Number of Online Core Course Sections	116	126	141	145	151	163
Number of Hybrid Core Course Sections	1	4	3	9	5	4

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2016, uncertified

E. Dual Credit and Early College High School Enrollment

Dual Credit (DC) and Early College High School (ECHS) students can also be enrolled in online courses during the Fall and Spring semesters, as these students cannot enroll in hybrid courses. A comparison between Dual Credit and Early College High School online enrollment is shown in Table 5 and in Figure 4. Dual Credit enrollment has increased from 400 in Fall 2013 to 691 in Fall 2015, an increase of 73%. During this same period, Early College High School enrollment increased from 58 to 221, an increase of 281%.

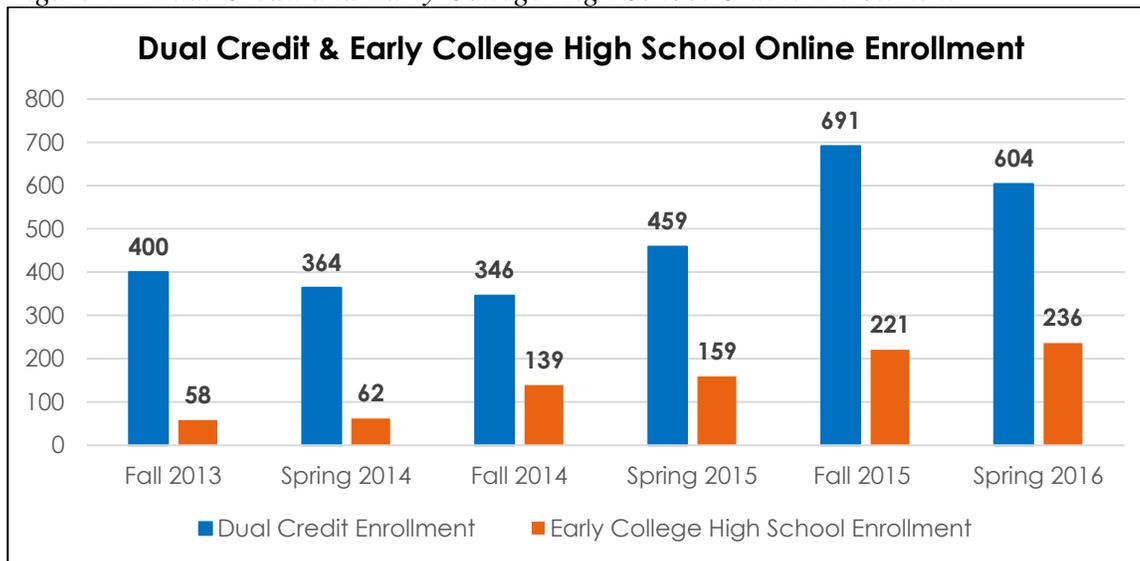
Table 5 – Dual Credit and Early College High School Online Enrollment

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Dual Credit Online Enrollment	400	364	346	459	691	604
Early College High School Online Enrollment	58	62	139	159	221	236

Source: Dual Credit Office. Daily Argos Report, 2016, uncertified

Figure 4 illustrates the trend in the growth of high school students enrolling in online courses from Fall 2013 through Spring 2016.

Figure 4 – Dual Credit and Early College High School Online Enrollment

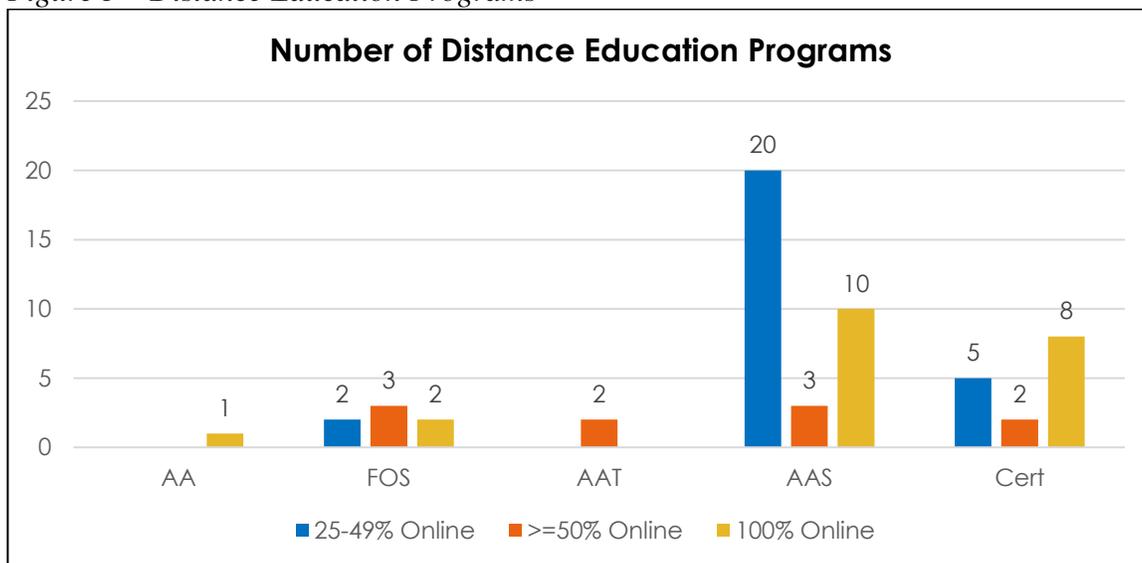


Source: Dual Credit Office. Daily Argos Report, 2016, uncertified

F. Online Educational Programs

As more courses are offered online, the number of credits available online in each educational program has increased as well. St. Philip’s College now has 21 educational programs that can be completed 100% online, as well as 10 educational programs that can be completed 50% or more online. There is also an increasing number of educational programs, 27, for which 25% or more of the educational program can be completed online. Figure 5 displays the number of educational programs for which various levels of credits can be completed online. They are shown by degree type: Associate of Arts (AA), Fields of Study (FOS), Associate of Arts in Teaching (AAT), Associate of Applied Science (AAS), and certificates I, II and III (labeled as CERT). The individual educational program listing can be found in Appendix B.

Figure 5 – Distance Education Programs



Source: Review of Programs in 2016-2017 eCatalog

G. Orientation to Online Learning (OLRN)

The Orientation to Online Learning course helps students prepare to take online courses by providing them with an overview of the Canvas Learning Management System tools and tips on how to be a successful online learner.

The Center for Distance Learning staff manage OLRN courses and respond to all inquiries from students and faculty. Students must submit a certificate to their instructors proving that they have completed the OLRN course. In the future, the need for a certificate may be eliminated, as the OLRN completion will be noted in the course rosters for easy access by faculty.

As illustrated in Table 6, the number of students enrolled in the OLRN 0001 course increased steadily over the last few years but rose dramatically in Spring 2016 when the Vice President of Academic Success made it mandatory for all students new to distance education. From Spring 2014 to Spring 2016, the number of students enrolled in OLRN grew by 410% from 435 to 2,218 students. This high number of enrollment in OLRN is expected to continue for the 2016-2017 academic year.

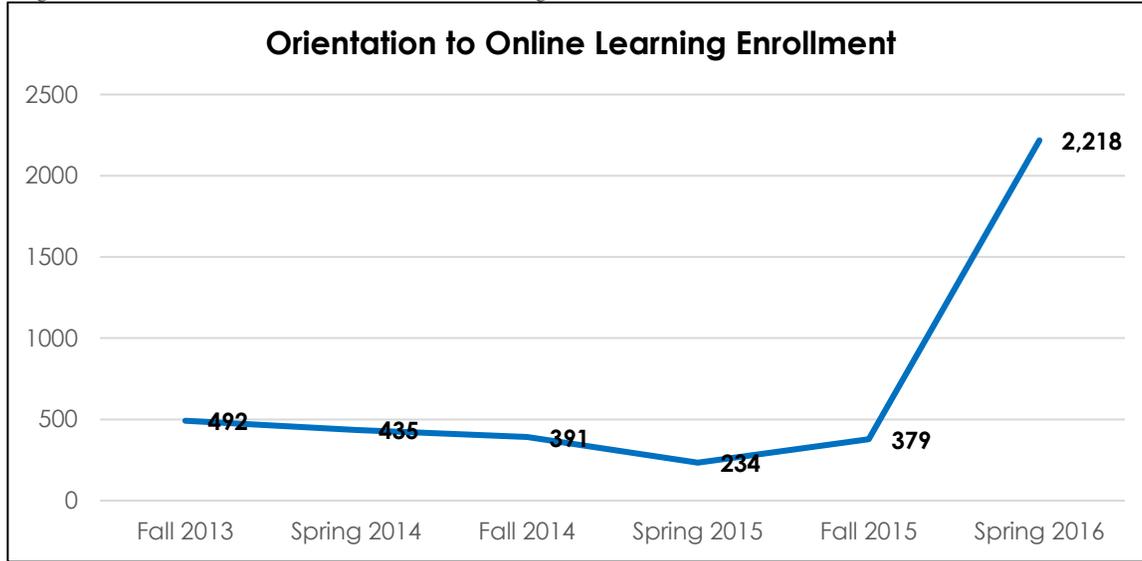
Table 6 – Orientation to Online Learning Enrollment

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
OLRN Enrollment	492	435	391	234	379	2,218

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2016, uncertified

Figure 6 depicts enrollment growth in the OLRN course.

Figure 6 – Orientation to Online Learning Course Enrollment



Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2016, uncertified

H. Faculty Data

The number of faculty trained to teach online or hybrid courses also continues to grow each semester. Currently St. Philip’s College has 64 full-time faculty members and 106 adjunct faculty trained to teach online or hybrid courses as illustrated in Table 7. The Instructional Innovation Center trains and certifies faculty to teach in a distance education format. Certification is a requirement for faculty to be able to teach online and hybrid courses. The Center trains 15 to 20 faculty each semester.

Table 7 – Faculty Certified to Teach Online

	Current Total Faculty	Number of Faculty Certified to Teach Online or Hybrid Courses	Percent Certified
Fulltime Faculty	165	64	39%
Adjunct Faculty	232	106	46%

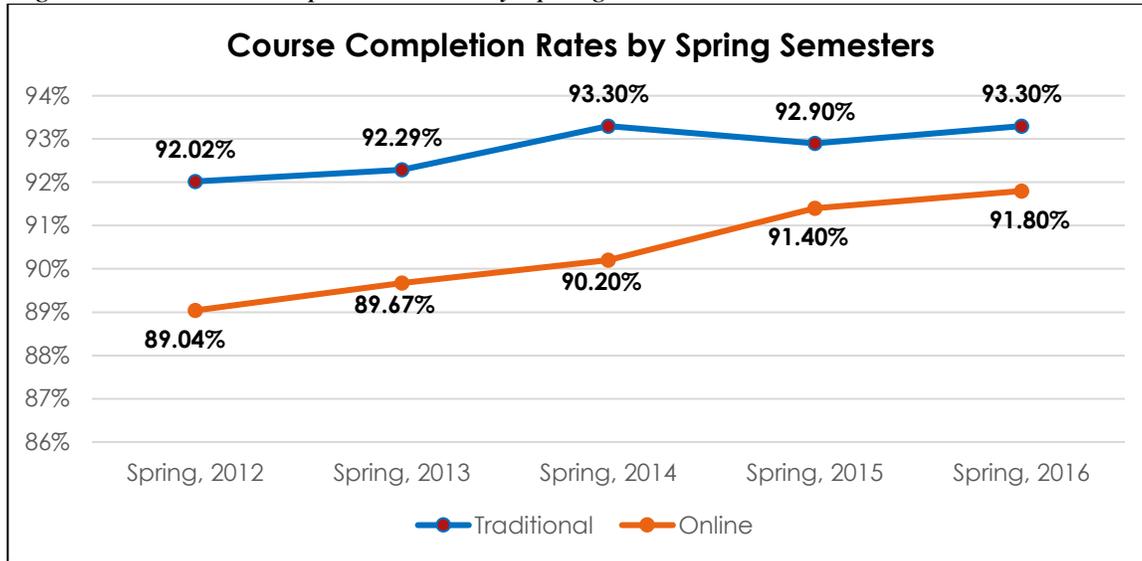
Source: Instructional Innovation Center Certification Records, 2016

I. Student Success – Retention and Completion

The Center for Distance Learning tracks trends in completion rates and successful completion rates of online students. Completion rates reflect students who did not drop from a course, whereas successful completion rates reflect students who completed a course with a passing grade. A comparison of Spring semester completion rates from 2012 to 2016 for traditional (non-distance education) students and online students is illustrated in Figure 7.

Figure 7 reveals a decline in the gap of Spring semester course completion rates between traditional courses and online courses. The gap decreased from 2.98% in Spring 2012 to 1.5% in Spring 2016.

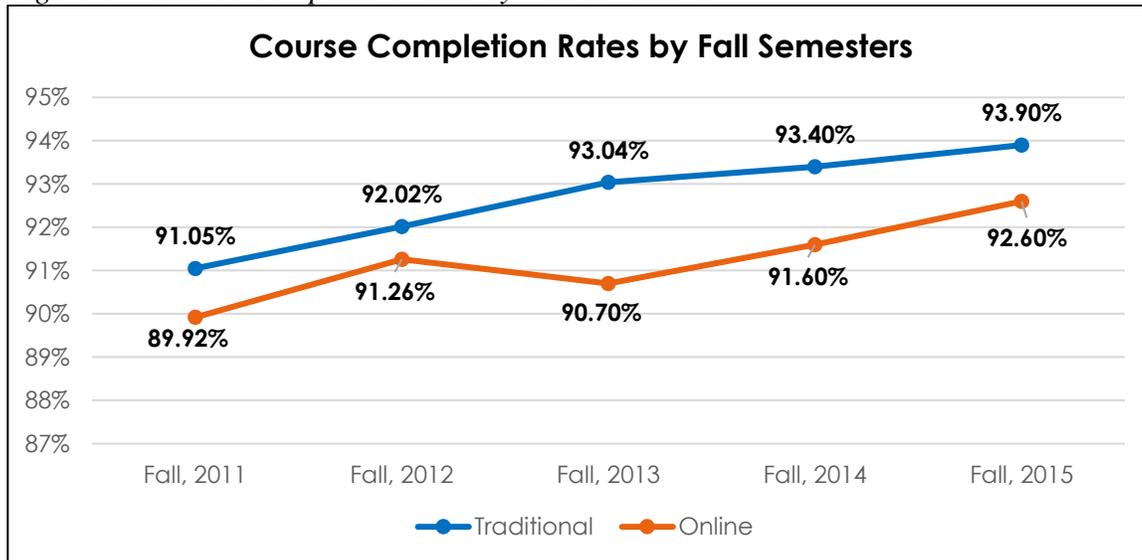
Figure 7 – Course Completion Rates by Spring Semesters



Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2016, uncertified

However, as illustrated in Figure 8, there is no significant difference in the gap of Fall course completion rates between traditional courses and online courses. The gap increased slightly from 1.13% in Fall 2011 to 1.3% in Fall 2015.

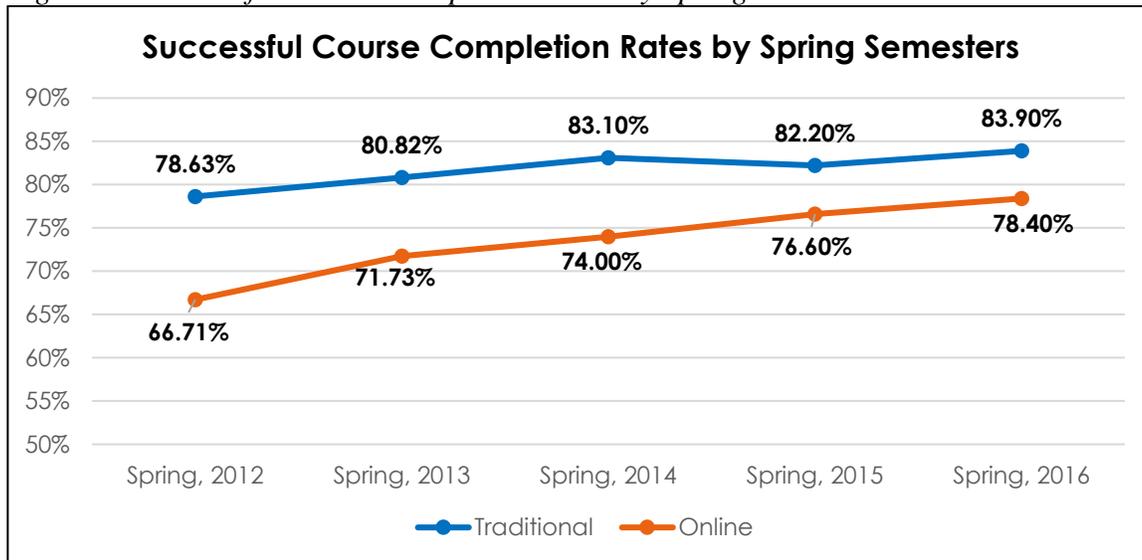
Figure 8 – Course Completion Rates by Fall Semesters



Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2016, uncertified

Successful completion rates by Spring and Fall semesters are illustrated in Figures 9 and 10. Figure 9 shows a significant decrease in the gap for successful course completion rates between traditional and online students. The gap decreased from 11.92% in Spring 2012 to 5.5% in Spring 2016.

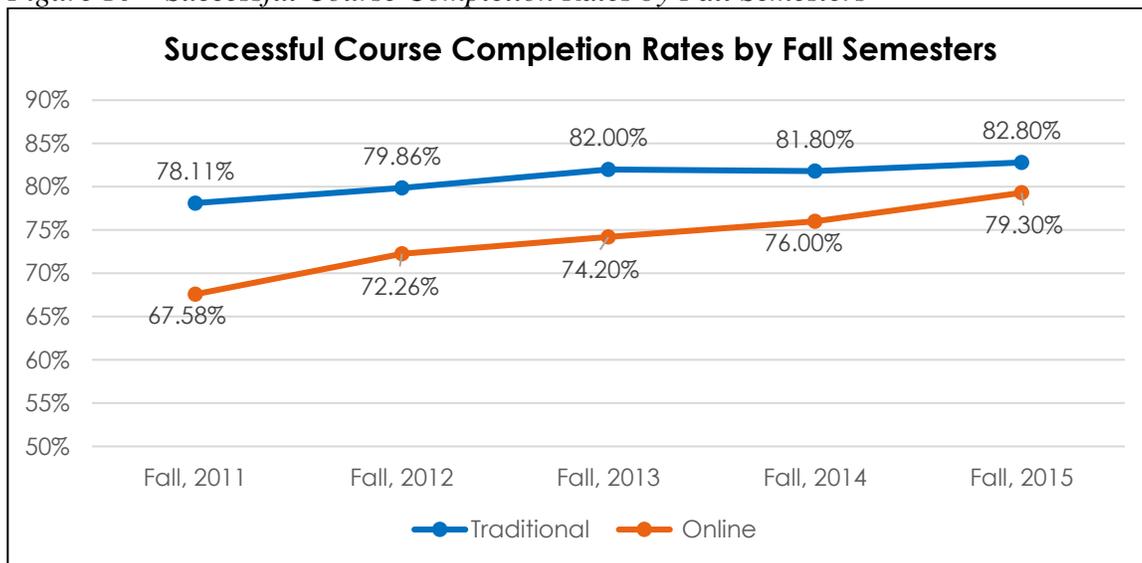
Figure 9 – Successful Course Completion Rates by Spring Semesters



Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2016, uncertified

Similarly, the gap decreased for successful completion rates by Fall semesters. Figure 10 displays a decrease in the gap for successful course completion rates between traditional and online students. The gap decreased from 10.53% in Fall 2011 to 3.5% in Fall 2015.

Figure 10 – Successful Course Completion Rates by Fall Semesters



Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2016, uncertified

III. Awareness

The Awareness step allows St. Philip’s College to share the identification and descriptive assessment of data with all internal and external SPC constituencies. This report will be shared at all internal St. Philip’s College leadership meetings to include Cabinet meetings, Division meetings, Leadership Council meetings, Faculty Senate meetings, Staff Council meetings, Curriculum Committee meetings and Chair Academy sessions, as well as with the College Distance Education Compliance Committee. Internal dissemination and presentation of the findings will include all internal constituencies to include both academic and non-academic areas/divisions. This report will also be shared at all external venues as well.

Some of these include, but are not limited to, dissemination at local, state, regional and national conferences.

IV. Improvements

The Center for Distance Learning and the Instructional Innovation Center, in conjunction with distance education faculty and the Distance Education Compliance Committee, will use the data presented in this report to recommend possible improvements in how we support online students. This will help ensure that the institution is meeting its responsibility of providing the same level of student support to online students as it does to face-to-face students. Recommendations for improvements may also be made to how we train and prepare faculty to teach online courses.

Conclusion

As distance education continues to grow and become an even more significant part of St. Philip's College, there is a need to monitor all aspects of distance education as they relate to SACS-COC requirements to ensure we remain in compliance. The Distance Education Compliance Committee, along with the staff of the Center for Distance Learning, the Instructional Innovation Center, and the Office of Institutional Planning, Research and Effectiveness, will ensure distance education is regularly and systematically reviewed and that a close-out report is compiled annually and distributed to all associated constituencies. This report will enable the college leadership to track the growth and effectiveness of its distance education programs, to highlight successful programs and to recommend strategies to improve all programs. Student success will also be evaluated to determine areas in which the college can help improve successful completion.

Support for distance education students is crucial for their success, so the Center for Distance Learning will continue providing training opportunities to students and building awareness of the Orientation to Online Learning course. Additionally, the Instructional Innovation Center will continue providing professional development opportunities related to best practices in teaching in a distance education environment. These opportunities will include training for department Chairs to enable them to more effectively evaluate online and hybrid courses within their departments.

Appendices

A. Definitions

Completion Rates – The ratio of the number of students completing a course with a grade of A, B, C, D, or F to the total number of students enrolled in a course. (Source: St. Philip’s College Glossary of Terms, September 25, 2015)

Core Curriculum – The Core Curriculum aligns with the Texas Core Curriculum, a 42 Semester Credit Hour (SCH) core curriculum for all undergraduate students in Texas as prescribed by the Texas Higher Education Coordinating Board. (Source: Texas Higher Education Coordinating Board Texas Core Curriculum Rules, 2015)

Core Course - A course that is part of the 2015-2016 St. Philip’s College Core Curriculum. (Source: St. Philip’s College 2015-2016 Core Curriculum Selection List, College Catalog website, Fall 2015), College web site <http://myspccatalog.alamo.edu/content.php?catoid=110&navoid=5158>, Retrieval date September 26, 2015

Distance Education – A formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. (Source: SACSCOC Distance and Correspondence Policy Statement, July 2014)

Duplicate Enrollment- Indicates enrollment by the same student in more than one course.

Enrollment data – Data representing the number of students enrolled in each course section. Enrollment data used in this report includes duplicate numbers in that individual students may be enrolled in more than one distance education course section. (Source: The Office of Institutional Planning, Research, and Effectiveness, September, 2015)

Hybrid Course – A distance education course in which a majority (more than 50 percent but less than 85 percent) of the planned instruction occurs when the students and instructor(s) are not in the same place. (Source: Texas Higher Education Coordinating Board Distance Education Policies, 2015)

Non-Core Course – A course that is not part of the 2015-2016 St. Philip’s College Core Curriculum. (Source: St. Philip’s College 2015-2016 Core Curriculum Selection List, College Catalog website, Fall 2015)

Online Course – A fully distance education course which may have mandatory face-to-face sessions totaling no more than 15 percent of the instructional time. (Source: Texas Higher Education Coordinating Board Distance Education Policies, 2015, THECB Web site - <http://www.thecb.state.tx.us/index.cfm?objectid=A5A152AC-D29D-334F-872625E9E77B3B37>, retrieval date - September 26, 2015)

Orientation to Online Learning (OLRN) – The OLRN 0001 course is required of all students who are new to online courses. The free, self-paced, online course familiarizes students with the learning management system, Canvas, and presents topics to help students succeed in their online courses. (Source: The 2016-2017 College Catalog Distance Learning page, July, 2016)

Section – A specific course offered for credit. Sections range from one to four semester credit hours (SCH). (Source: St. Philip’s College Glossary of Terms, September 25, 2015)

Successful Completion Rates – The ratio of the number of students completing a course with a grade of A, B, or C to the total number of students enrolled in a course. (Source: St. Philip’s College Glossary of Terms, September 25, 2015)

Traditional Course – A course where 100% of the planned instruction occurs when the students and the instructor are in the same place. (Source: Derived from SACSCOC Distance and Correspondence Policy Statement definition of Distance Education, July 2014)

B. Institutional Summary Form

Institutional Summary Form
Distance Education Online Programs
Updated July 12, 2016

Award	Title	<25% Online	25-49% Online	>=50% Online	100% Online
AAT	AAT Teaching, 7-12, and Other EC-12			Yes	
AAT	AAT Teacher Certification: EC-6, 4-8, and EC-12			Yes	
Award	Title	<25% Online	25-49% Online	>=50% Online	100% Online
FOS	Business FOS				Yes
FOS	Computer Science FOS			Yes	
FOS	Criminal Justice FOS				Yes
FOS	Mechanical Engineering FOS (Voluntary Transfer Compact)		Yes		
FOS	Mexican-American Studies FOS		Yes		
FOS	Music FOS	0%			
FOS	Speech Communication FOS			Yes	
FOS	Associate of Science, concentration in Engineering			Yes	
Total number of FOS programs that meet criteria			2	3	2
Award	Title	<25% Online	25-49% Online	>=50% Online	100% Online
AA	Associate of Arts				Yes
Award	Title	<25% Online	25-49% Online	>=50% Online	100% Online
AAS	Accounting Technology, A.A.S.			Yes	
AAS	Administrative Office Technology, A.A.S.				Yes
AAS	Advanced Manufacturing Technology (AMT), AAS	15%			
AAS	Air Conditioning and Heating, A.A.S.	20%			
AAS	Aircraft Technician Airframe, A.A.S.		Yes		
AAS	Aircraft Technician Powerplant, A.A.S.	20%			
AAS	Automotive Technology - Option II Ford ASSET, A.A.S.	15%			
AAS	Automotive Technology, A.A.S.		Yes		
AAS	Baking and Pastry Arts, A.A.S.		Yes		
AAS	Biomedical Engineering Technology, A.A.S.		Yes		
AAS	Business Management and Technology, A.A.S.				Yes
AAS	CNC Manufacturing Technician, A.A.S.		Yes		
AAS	Collision/Refinishing Technician, A.A.S.		Yes		
AAS	Computer Maintenance Technology, A.A.S.	20%			
AAS	Computer Maintenance with Cisco Specialization, A.A.S.	10%			
AAS	Construction Business Management, A.A.S.			Yes	
AAS	Construction Technology, A.A.S.		Yes		
AAS	Culinary Arts, A.A.S.		Yes		
AAS	Diagnostic Medical Sonography, A.A.S.		Yes		
AAS	Diesel Construction Equipment Technician, A.A.S.	20%			

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AAS	Diesel/Light to Heavy Truck Technology A.A.S	20%			
AAS	Early Childhood and Family Studies, A.A.S.				Yes
AAS	Early Childhood and Family Studies, A.A.S. - Specialization in Accreditation Leadership				Yes
AAS	Early Childhood and Family Studies, A.A.S. with Specialization in Language and Literacy in Preschool				Yes
AAS	AAS Early Childhood Studies Program				Yes
AAS	Electrical Trades, A.A.S.	20%			
AAS	Electronics Technology, Instrumentation, A.A.S.	20%			
AAS	General Motors Automotive Service Educational Program (ASEP), A.A.S.		Yes		
AAS	Health Information Technology - Health Management with Allied Health Technical Specialties AAS		Yes		
AAS	Health Information Technology, A.A.S.				Yes
AAS	Hospitality Management, A.A.S.			Yes	
AAS	Hotel Management, A.A.S.		Yes		
AAS	Information Assurance and Cybersecurity, A.A.S.				Yes
AAS	Invasive Cardiovascular Technology, A.A.S.		Yes		
AAS	Manufacturing Operations Technician, A.A.S.		Yes		
AAS	Medical Laboratory Technician, A.A.S.		Yes		
AAS	Network Administrator, A.A.S.				Yes
AAS	Occupational Therapy Assistant, A.A.S.	20%			
AAS	Physical Therapist Assistant, A.A.S.	19%			
AAS	Power Generation and Alternative Energy A.A.S.	20%			
AAS	Radiography Technologist, A.A.S.	19%			
AAS	Refrigeration Technology, A.A.S.	20%			
AAS	Respiratory Care Technology, A.A.S.		Yes		
AAS	Restaurant Management, A.A.S.		Yes		
AAS	Surgical Technology A.A.S.		Yes		
AAS	Vision Care Technology, A.A.S.		Yes		
AAS	Web and Mobile Developer, A.A.S.				Yes
AAS	Welder/Welding Technologist, A.A.S.		Yes		
Total number of AAS programs that meet criteria			20	3	10
Award	Title	<25% Online	25-49% Online	>=50% Online	100% Online
CERT1	Administrative Office Assistant Certificate				Yes
CERT1	Air Conditioning and Heating Certificate	0%			
CERT1	Aircraft Structures Mechanic Certificate	1%			
CERT1	Aircraft Turbine Mechanic Certificate	6%			
CERT1	Automotive Heating and Air Conditioning Specialist Certificate	0%			
CERT1	Automotive Performance Specialist Certificate	0%			
CERT1	Automotive Technology Certificate	0%			
CERT1	Baking Principles Certificate		Yes		
CERT1	Brake and Front End Specialist Certificate	0%			
CERT1	Catering Management Certificate		Yes		
CERT1	Cisco Systems Networking Certificate			Yes	

CERT1	CNC Operator Certificate	9%			
CERT1	Collision Technology Certificate	0%			
CERT1	Computer Maintenance with Cisco Specialization Certificate	0%			
CERT1	Construction Technology Certificate	0%			
CERT1	Culinary Studies Certificate		Yes		
CERT1	Diesel Heavy Equipment Certificate	0%			
CERT1	Diesel/Light to Heavy Truck Technology Brake and Front End Specialist Certificate	0%			
CERT1	Diesel/Light to Heavy Truck Technology Certificate	0%			
CERT1	Early Childhood Studies Certificate				Yes
CERT1	Electrical Trades Certificate	0%			
CERT1	Entrepreneurship Certificate				Yes
CERT1	Ford Maintenance and Light-Duty Repair Certificate	0%			
CERT1	GM ASEP Level 1 Certificate	0%			
CERT1	Hospitality Management Fundamentals Level I Certificate		Yes		
CERT1	Hotel Limited Service Property Management Certificate	19%			
CERT1	Inert Gas GTAW/GMAW Welder (MSGW) Certificate	0%			
CERT1	Information Assurance and Cybersecurity Certificate				Yes
CERT1	Machinist/Machine Technologist Certificate	0%			
CERT1	Manufacturing Operations Maintenance Mechanic Certificate	0%			
CERT1	Manufacturing Skills Trade Helper Certificate	0%			
CERT1	Massage Therapy Level I Certificate	0%			
CERT1	MCSE: Server Infrastructure				Yes
CERT1	Microsoft Office Specialist (MOS) Certificate				Yes
CERT1	Nurse Aide for Health Care Level I Certificate	0%			
CERT1	Payroll Clerk Certificate				Yes
CERT1	Plumber's Helper Certificate	0%			
CERT1	Plumbing Trades Certificate	0%			
CERT1	Power Generation and Alternative Energy Certificate	0%			
CERT1	Production Tool Operator / Maintenance Assistant Certificate	0%			
CERT1	Refinishing Technology Certificate	0%			
CERT1	Refrigeration Certificate	0%			
CERT1	Restaurant Supervision Certificate		Yes		
CERT1	Structural/Pipe Layout Certificate	0%			
CERT1	Transmission Specialist Certificate	0%			
CERT1	Web and Mobile Developer Certificate				Yes
Award	Title	<25% Online	25-49% Online	>=50% Online	100% Online
CERT2	Aircraft Mechanic Airframe Certificate	0%			
CERT2	Aircraft Mechanic Powerplant Certificate	0%			
CERT2	Histologic Technology Certificate			Yes	
CERT2	Vocational Nursing Certificate	11%			
	Total number of Certificate programs that meet criteria		5	2	8

C. Orientation to Online Learning (OLRN) Memorandum



ALAMO
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ST. PHILIP'S COLLEGE

Office of the Vice President of Academic Success

To: Academic Success – all faculty, adjuncts, administrators, and staff
Student Success – all adjuncts, administrators, and staff

From: Maureen A. Cartledge, Vice President of Academic Success

Date: October 9, 2015

Subject: Mandatory Requirement for First Time Online Students

A handwritten signature in blue ink, reading "Maureen A. Cartledge".

In the interest of our students' academic success, a new practice is being announced with this memorandum. Our first time, online students will be required to take the OLRN0001 course—Orientation to Online Learning for the following reasons:

- This provides a means and shows evidence that academic and student support service units have efforts in place to ensure the effectiveness of their initiatives in support of students taking courses via distance education or at off-campus locations.
- This provides a means to document how students gain training on the distance learning management system in a formalized structure, especially as it relates to first-time participants in an online course.
- This will be the means by which instruction for orientation to online students is provided for off-campus sites and distance learning courses.
- This will be one of the steps taken to address both the lower completion rates and the lower progressive grade rates of on-line students when compared to students who take the same courses face to face.

The following actions should be taken and be in force beginning now so that students enrolled in the Spring 2016 semester may benefit from this practice:

- Students should be advised by certified advisors and faculty advisors that they must take OLRN0001 Orientation to Online Learning if they are registering for their first on-line course.
- Instructors for OLRN0001 should include in their instruction the directions to enable the students to save their certificate of completion to their CANVAS personal file space to show instructors after the first online course has been successfully completed.
- A note containing the following information should be included in the course listing for Spring 2016 and subsequent terms--

Note If you are new to online classes, you are REQUIRED to take the Orientation to Online Learning course, OLRN 0001, CRN #18893 or 20359. This course familiarizes students with navigating through the online system for a successful start. Register for the free, self-paced OLRN course the same way as any other course. See www.alamo.edu/spc/distance-learning or call (210) 486-2239 for more information.

- IT directors and IT support personnel should continue to identify and see through to execution the IT changes necessary to automatically document and track in the automated system that students have completed OLRN0001 once successfully to meet this mandatory requirement.

Cc: Dr. Adena Williams Loston, President

D. Tables and Charts

NUMBER OF DISTANCE EDUCATION STUDENTS

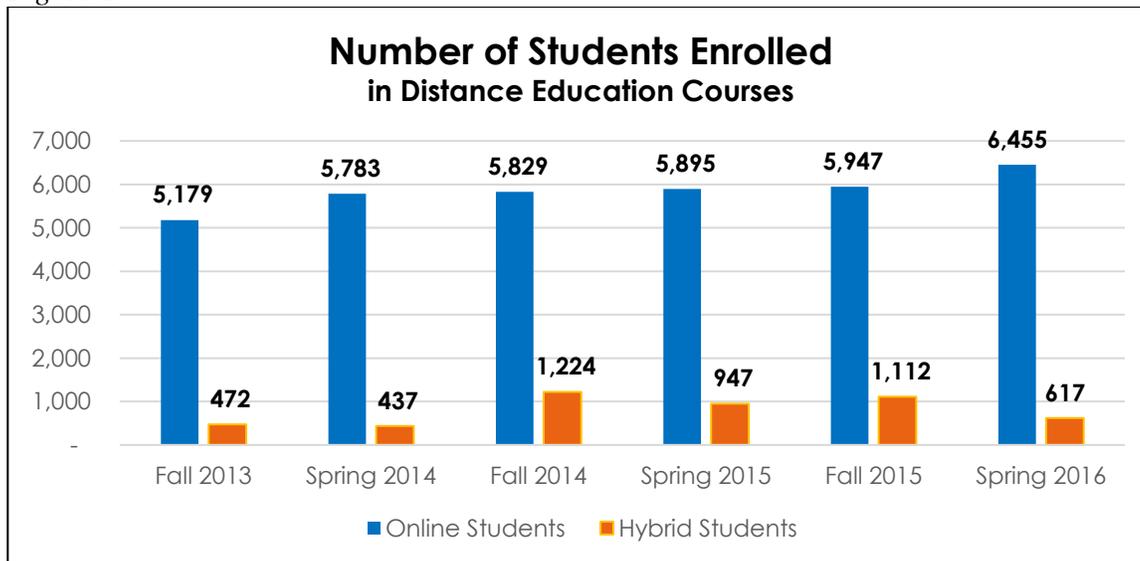
Table 1

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Total Number of Students	11,719	11,693	12,202	12,273	12,826	12,891
Number of Online Students	5,179	5,783	5,829	5,895	5,947	6,455
Number of Hybrid Students	472	437	1,224	947	1,112	617
Total Distance Education Students	5,651	6,220	7,053	6,842	7,059	7,072
Percent Distance Education of Total	48%	53%	58%	56%	55%	55%

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2016, uncertified

STUDENT ENROLLMENT

Figure 1



Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2016, uncertified

DISTANCE EDUCATION ENROLLMENT (Duplicate Count)

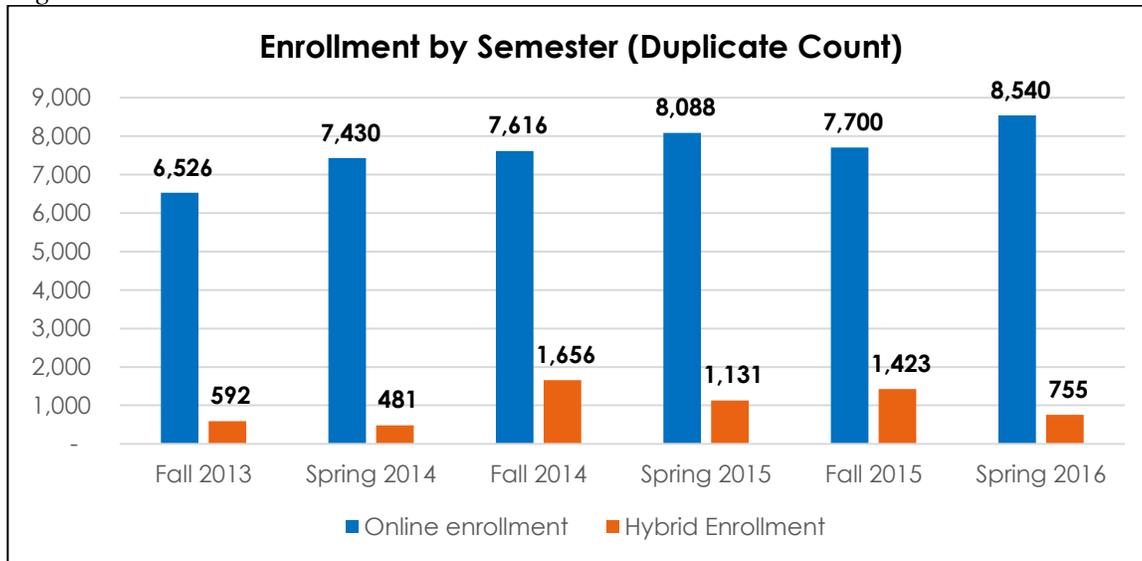
Table 2

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Total College Enrollment	25,618	25,032	24,543	23,431	24,231	22,581
Online Enrollment	6,526	7,430	7,616	8,088	7,700	8,540
Hybrid Enrollment	592	481	1,656	1,131	1,423	755
Total Distance Education Enrollment	7,118	7,911	9,272	9,219	9,123	9,295
Distance Education Enrollment Percent of Total	28%	32%	38%	39%	38%	41%

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2016, uncertified

ENROLLMENT BY SEMESTER

Figure 2



Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2016, uncertified

NUMBER OF DISTANCE EDUCATION COURSE SECTIONS

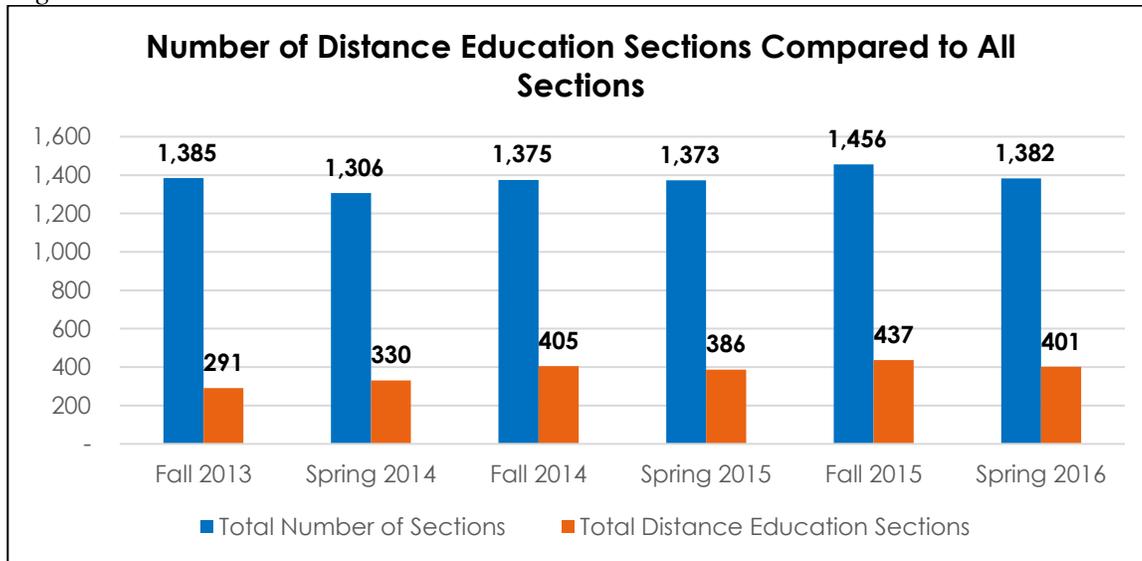
Table 3

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Total Number of Sections	1,385	1,306	1,375	1,373	1,456	1,382
Number of Online Sections	259	300	300	310	319	336
Number of Hybrid Sections	32	30	105	76	118	65
Total Distance Education Sections	291	330	405	386	437	401
Distance Education Percent of Total	21%	25%	29%	28%	30%	29%

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2016, uncertified

COURSE SECTION COMPARISON

Figure 3



Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2016, uncertified

CORE CURRICULUM COURSE SECTIONS

Table 4

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Number of Online Core Course Sections	116	126	141	145	151	163
Number of Hybrid Core Course Sections	1	4	3	9	5	4

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2016, uncertified

DUAL CREDIT AND EARLY COLLEGE HIGH SCHOOL ONLINE ENROLLMENT

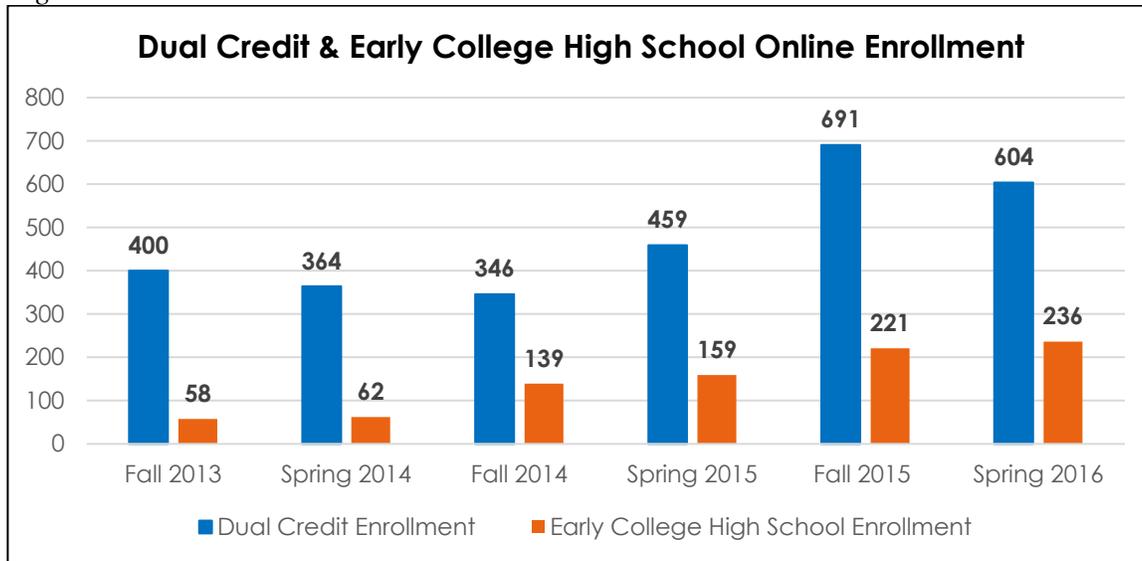
Table 5

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Dual Credit Online Enrollment	400	364	346	459	691	604
Early College High School Online Enrollment	58	62	139	159	221	236

Source: Dual Credit Office. Daily Argos Report, 2016, uncertified

DUAL CREDIT AND EARLY COLLEGE HIGH SCHOOL ONLINE ENROLLMENT

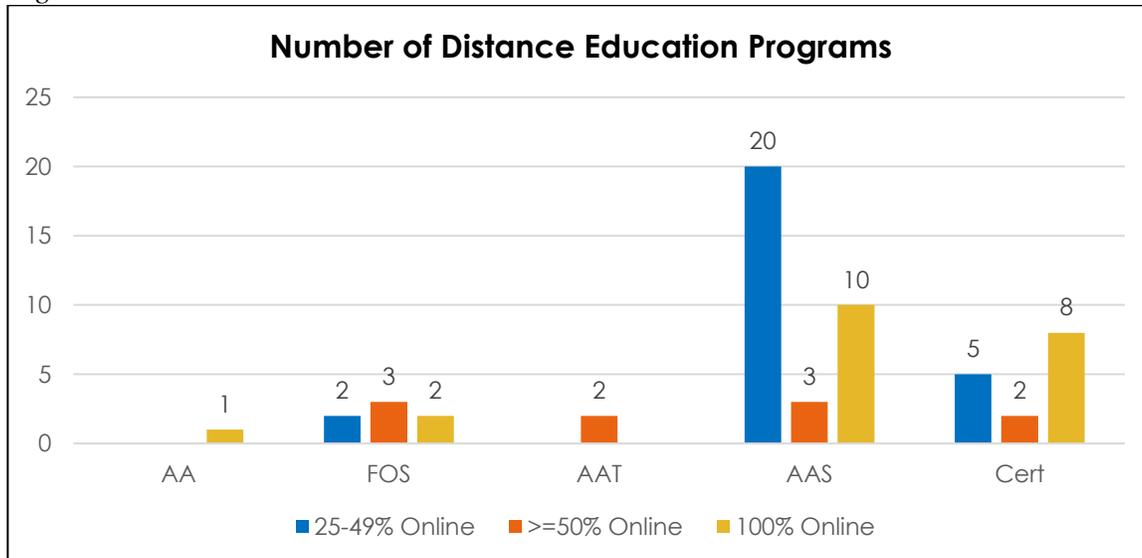
Figure 4



Source: Dual Credit Office. Daily Argos Report, 2016, uncertified

DISTANCE EDUCATION PROGRAMS

Figure 5



Data Source: Review of Programs in eCatalog

ORIENTATION TO ONLINE LEARNING ENROLLMENT

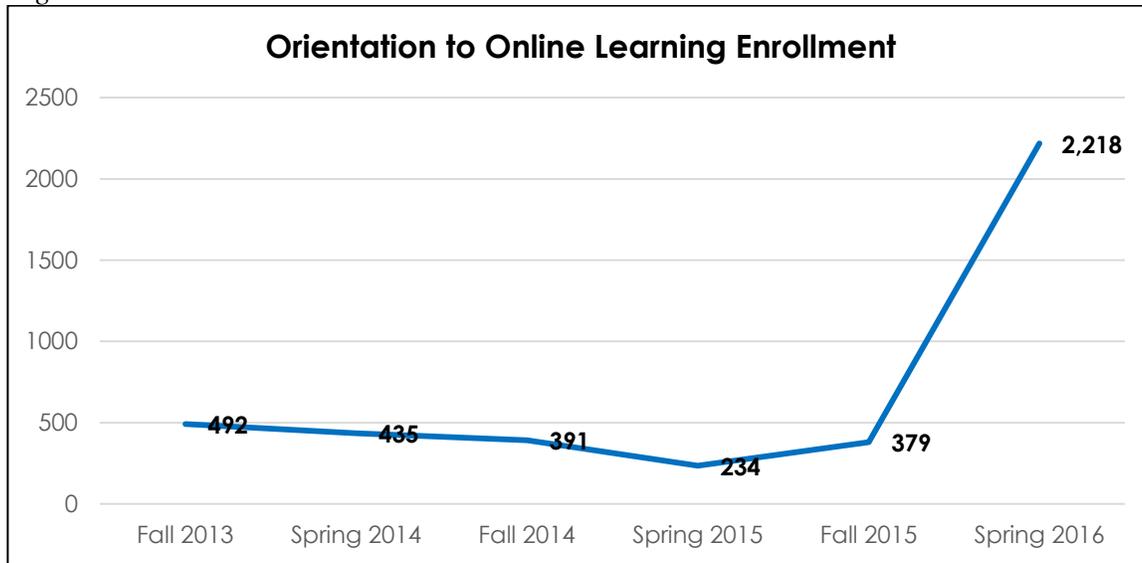
Table 6

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
OLRN Enrollment	492	435	391	234	379	2,218

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2016, uncertified

ORIENTATION TO ONLINE LEARNING COURSE ENROLLMENT

Figure 6



Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2016, uncertified

FACULTY CERTIFIED TO TEACH ONLINE

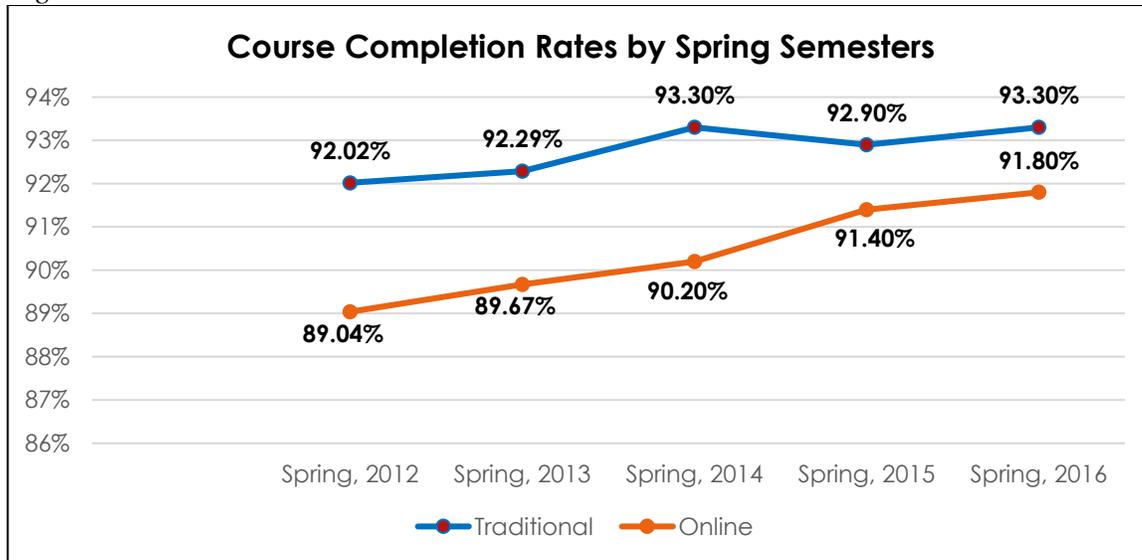
Table 7

	Current Total Faculty	Number of Faculty Certified to Teach Online or Hybrid Courses	Percent Certified
Fulltime Faculty	165	64	39%
Adjunct Faculty	232	106	46%

Source: Instructional Innovation Center Certification Records, 2016

COURSE COMPLETION RATES BY SPRING SEMESTERS

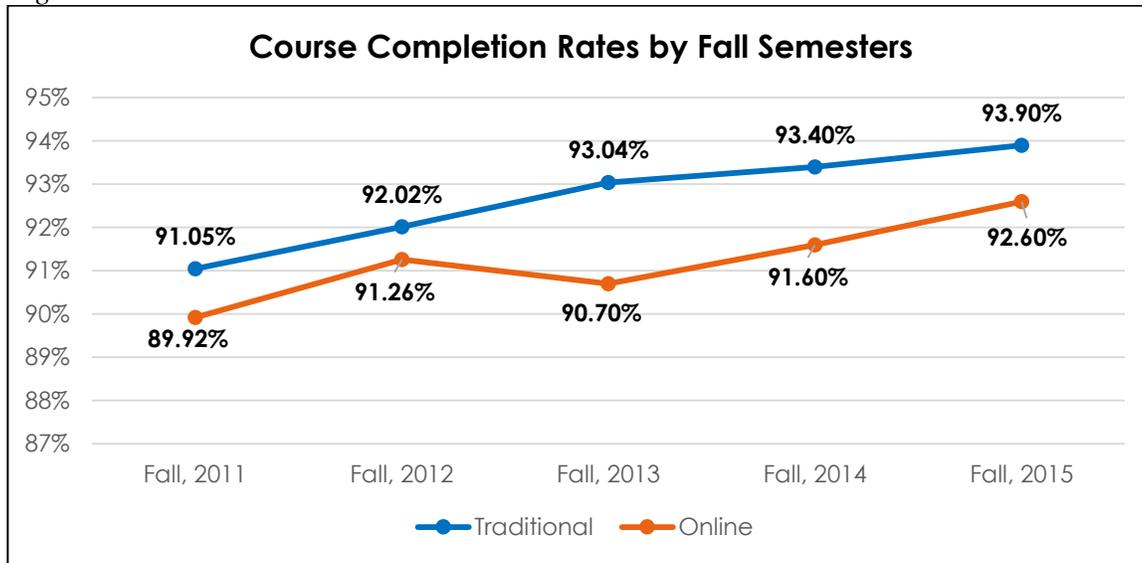
Figure 7



Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2016, uncertified

COURSE COMPLETION RATES BY FALL SEMESTERS

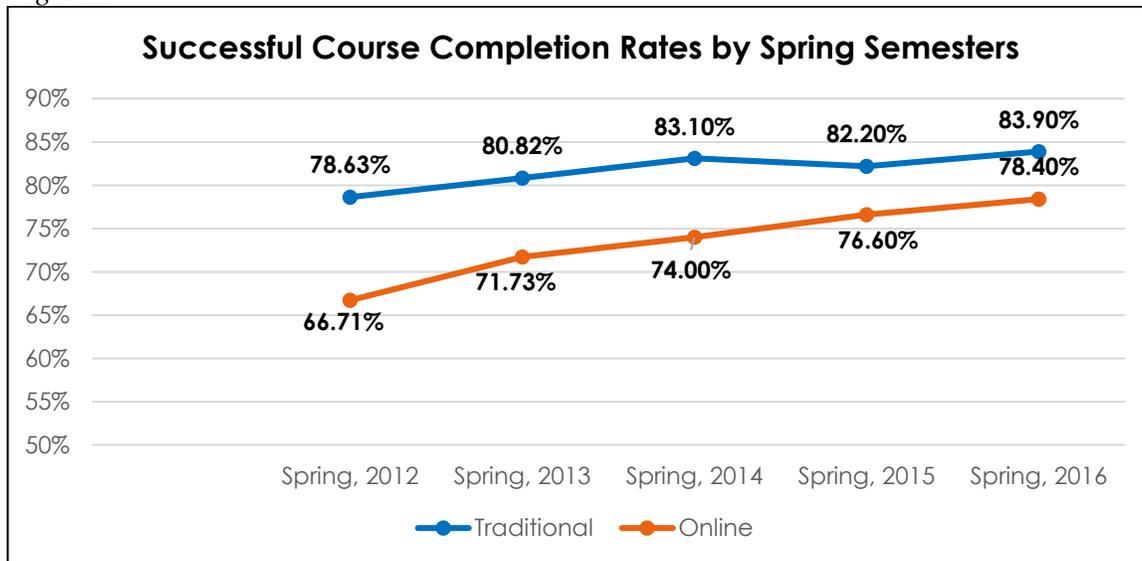
Figure 8



Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2016, uncertified

SUCCESSFUL COURSE COMPLETION RATES BY SPRING SEMESTERS

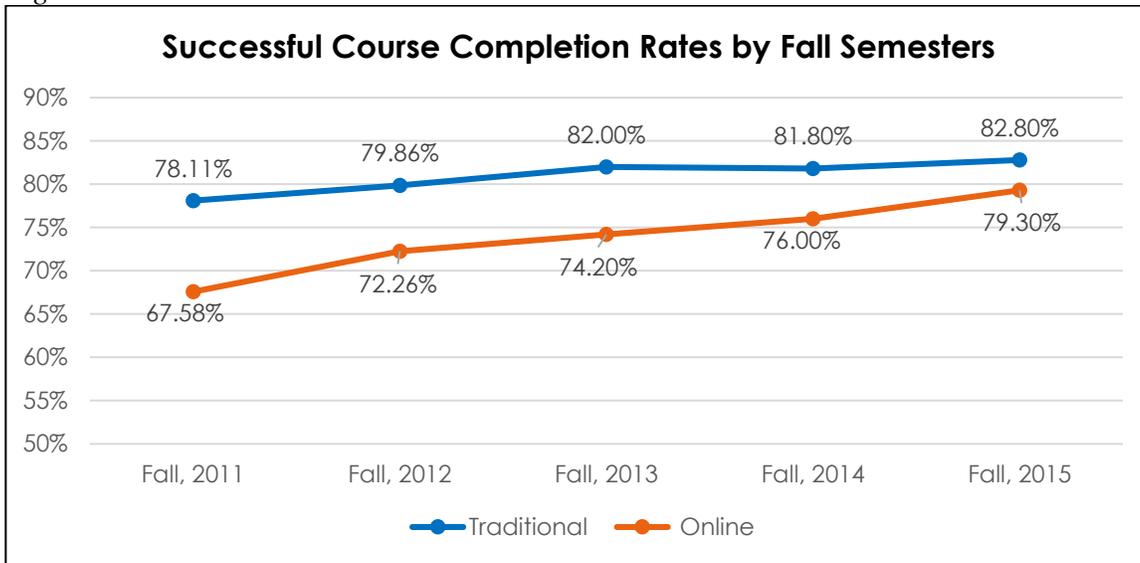
Figure 9



Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2016, uncertified

SUCCESSFUL COURSE COMPLETION RATES BY FALL SEMESTERS

Figure 10



Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2016, uncertified